Special Education Services

The Hamburg Community School District's Special Education Delivery Plan was created in 2010 with guidance from the Green Hills Area Educational Agency. Examining classroom practices we have found gaps between what is written and what is practiced. One reason for this inconsistency is the lack of administrative oversight. We have not trained our staff on what our delivery plan requires (general education teachers), nor have we provided the necessary monitoring to have any accountability.

We are recommending two processes. First, the Hamburg Community School District partner with the Northwest Missouri State University to examine our current practices, examine research as a collaborative professional learning community, and create a plan to best meet the needs of our children. It is vital that we create a plan that has input from the classroom teachers, special needs instructors, parents, students and administrators. Everyone needs a voice in the process. This process will not be an easy road.

Secondly, we recommend developing a K-8 Behavioral Disorder program so we do not send students out of the district for educational services we should provide within our school. Currently, students who leave our district go to "special schools" with other children who have similar issues. This model lacks "positive peer role models" which is best educational practice. Our goal is to return these students to our classrooms with more time in the classroom with positive peers. The federal government requires a Least Restrictive Environment (LRE), which means a minimal plan for adult assistance.

We currently have students who travel two hours a day to attend school in Glenwood and Omaha. This is at an extremely high financial cost, but more importantly, it is difficult for these children to be on the road for that amount of time. Our hope is to discontinue this practice and perhaps attract neighboring districts to send their children with Behavioral issues to our school thus generating more funds for our school.

Hamburg Community School District
Strategic Planning

SPECIAL EDUCATION ACTION PLAN

Building/District:	District	Date:	April 2016
Goal Addressed:	GOAL: To create a special education program which utilizes research based practices and provides a least restrictive environment for children.	Data Point(s) to be changed:	LRE numbers Student Assessment Data
Student Need:	Improved classroom instruction Improved student achievement Prevent "labeling" of children	Who are the participants in this action?	Teachers, Princpal
Strategy:	Utilize UNI to study best practice and create a special education program that meets the needs of students.		

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Create a partnership with the University of Northern Iowa for Training/Program Development	Special Educaiton/Admin	August 22, 2016	Ongoing		Agreement	Mike Wells, Superintendent	No additional resources needed
Develop a two year professional development plan for teachers and administrators with Northwest M.S.U.	Mike Wells, Superintendent	August 2014	May 2016		Plan that allows for each teacher to received 12 hours of graduate hours. Special Education Certificate	Paul Beatty, Director of Instruction Mike Wells, Superintendent	$50,000 (Spec. Ed funding, grants, research appropriates TBD)

Special Education-Action Plans

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Create a new Special Education Delivery Plan	Special Education Committee (AEA, General Ed, Special Education Teachers)	December 2016	May 2017		Special Education Delivery Plan	Mike Wells, Superintendent	Contract time, no additional needs
Develop a Behavioral Disorder Program	Special Education Administrator	January 2017	August 2017		Registration Forms	Mike Wells, Superintendent	$45,000 (Special Educaiton Fund)

Hamburg Community School District-Special Education

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Hamburg Community School District

Literacy

2016-2021

Literacy Background:

For many of the complications of the execution of the No Child Left Behind Act of 2001, the positive outcome has been the systematic use of data to identify trends among students who are not thriving in reading. As literacy is so foundational to learning success throughout all disciplines, prioritizing success in our students' ability to read and write serves to "raise the tide" of success for all disciplines. A second movement that has likewise shaped current attitudes about literacy has been the Common Core English Language Arts Standards which Iowa adopted with some additions as the 2011 Updated Iowa Core. The increased rigor of the Iowa Core embeds some significant shifts in literacy practices:

1. Increased emphasis on building knowledge through content-rich nonfiction
2. Analysis of reading and writing grounded in evidence
3. Comprehension of complex text and academic language.

The Iowa Core Standards apply these shifts to all curricular disciplines rather than exclusively English Language Arts.

Consequently, schools have increased rigor expectations in the standards, as well as, increased accountability to the achievement of the entire student population AND narrow sub-groupings of the student population. Producing reliable student achievement now means all decisions about curriculum, instruction and assessment must take these shifts into account with considerable attention to the ever changing student needs.

The most recent change driving decisions in Iowa literacy was the Iowa Code 279.68 passed in 2012 and funded for implementation by the 2013 Iowa Legislature. This legislation addresses literacy requirements for grade K-3. The Iowa Department of Education Early Literacy Guidance Circular (December 12, 2013) explains further the general requirements of Iowa Code 279.68 and IAC 281—62:

a) provision of universal screening in reading for students in kindergarten through third grade (August 2014)
b) progress monitoring for students who exhibit a substantial deficiency in reading (August 2014)
c) the provision of intensive instruction – including 90 minutes daily of scientific, research-based reading instruction – for students who exhibit a substantial deficiency in reading (August 2014)
d) Provide an intensive summer reading program for any student who exhibits a substantial deficiency in reading (Beginning May 2017)
e) notice to parents that a student exhibits a substantial deficiency in reading, including strategies the parents can use at home to help the child succeed (August 2014) (August 2014)
f) notice to parents of such a student's subsequent progress; provision of an evidence-based summer reading program for students who exhibt a substantial deficiency in reading (August 2014)

g) retention of any student who is not proficient in reading by the end of the third grade, did not attend the summer reading program, and does not qualify for a good cause exemption from the retention requirement (Beginning May, 2017)

During the 2015-2016 school year, the district literacy committee identified the need to pursue the development of a Response to Intervention (RtI) framework to support identification and support of all students' continuous growth. The state has since adopted the title Multi-Tiered System of Supports (MTSS) to replace the previous reference to RtI. During 2015-2016, pilot efforts by teachers have occurred to determine methods of implementation in the elementary and middle school.

Multi-Tiered Systems of Support (MTSS) implementation is also required complementary elements in the legislation for early literacy. Multi-tiered Systems of Supports is described on the state department of education website as follows:

> MTSS in Iowa is an **every-education** decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students starting in general education. As an every-education process, MTSS allows educators to judge the overall health of their educational system **by examining data on all students (general and special education)** as well as identifying students who need additional supports. Those supports are provided in both small groups and individual settings, and measured to determine if these supports are making a difference to ensure all learners demonstrate proficiency in the Iowa Core standards and leave school ready for life.

The Hamburg data team is intended to be complementary processes that work in tandem with MTSS efforts. Within the data team and MTSS, problem-solving analysis of all groups of students for strengths, challenges and root causes can mutually feed each process...MTSS findings inform the Data Team....Data Team findings inform MTSS. Within our proposed plan, MTSS implementation efforts include selection of universal screeners and diagnostic assessments, and deliberate professional development to support MTSS execution plans. The action plans will meet these requirements, as well as, continue to support the improvement of literacy for Hamburg students based on the needs that staff has identified to date.

Current State

In Hamburg, past systemic efforts to improve student achievement in literacy have included:

- Training and adoption of Path to Reading Excellence in School Site (PRESS)
- Adoption of elementary curricular materials including more non-fiction text.
- Professional development about reading strategies in content areas (non-ELA).
- Collaborative data team to improve data driven focus and use of research based instructional strategies.
- Rigorous Curriculum Design to create clarity about the Iowa Core standards and create standard aligned units.

In years approaching 2015-16, Hamburg reading performance trends at all levels have demonstrated need for improvement. Iowa identified the Iowa Assessment Reading score as the accountability data point for mandatory reporting of 3rd-5th; 6th-8th; and 11th grade intervals. Declines in the proficiency percentage across each of these grade intervals have been common when looking at "all students". Among the sub-groups of students, percentage proficient among students from lower socio-economic status and students with disabilities has trailed the rate for all students. In the elementary, the percentage of students meeting grade level fluency benchmarks ranged from 55% to 72% in 2014-15. During the 2015-16 school year our teachers identified that many students were not achieving a full year of growth measures.

Future Needs and Proposals

In literacy, fortunately, responding to Iowa Core requirements and the early literacy legislation mandates do align with the student achievement needs revealed in the Hamburg reading data. Accordingly, this plan's proposals are described to relate state mandates placed on the district or local initiative, but the commentary connects it as well to the needs of the Hamburg students.

Provide MTSS Professional Development: The district needs to build its capacity for effectively implementing MTSS frameworks. This requires professional development about effective planning of MTSS (PRESS). The district will receive training by partnering on PRESS during 2016-2017.

Adopt Universal Screener/Progress Monitoring: Districts are required to administer a universal screener of reading proficiency at least three times each year on students in grade kindergarten-3rd Grade. The district must use a screener that meets standards for reliability outlined by the Iowa Department of Education. Furthermore, districts must further provide a progress monitoring assessment for student who were identified by the screener and who fail to respond to instruction. The Iowa Department of Education is scaling up the use of the Formative Assessment System for Teachers as a free assessment to districts to meet these two requirements. Hamburg CSD began using of these assessments in the fall of 2015-16 in grades preK-6. While the assessment is free, professional development expense will be incurred to support teachers' understanding of administration protocol and technology.

Improve Tier I Core Curriculum and Instruction: The provision for 90 minutes of scientific, research-based instruction is further clarified in the guidance as satisfied if the district's core general education instruction reflects the definition of scientific, research-based instruction with fidelity. Such instruction must address the big five reading skill areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. This is sound educational practice for supporting success for all students while minimizing the need and expenditures incurred providing intensive intervention.

Provide Professional Development for Diagnostic and Targeted Intervention: Students grow uniquely in their reading ability based on their individual prior experiences and abilities. Quality Tier I core instruction will serve the needs of minimally 80% of students' growth needs adequately. However, some students will always need additional support to meet grade level standards outlined in the Iowa Core. Closing achievement gaps for struggling learners is insufficiently served by remediation efforts solely. Acceleration of learning requires deliberate intensive intervention beyond core instruction. The district has previously provided support with the Title I program, Special Education programming, and general education classroom interventions. As evidenced in the performance data over time, Hamburg CSD needs to continue improving the precision of targeted intervention supports. Research provided by Great Prairie AEA and our district principals and teachers have identified the LETRS program and its assessments as a promising research based program that could increase diagnosis and treatment of the needs of our struggling learners to become more fluent readers. The district will explore the LETRS program during the 2016-2017 school year.

Establish a Summer Enrichment Program: Summer loss has been evidenced for many years as a distinct phenomenon for all students, but has particularly compounding consequences for struggling learners over the course of their schooling. In accordance with the early literacy legislation, this is a requirement of districts by May of 2017. On higher ethical plane, this is a priority to serving the needs of Hamburg community families more rapidly. Consequently, Hamburg CSD will develop a plan to implement a well-developed summer program during the 2015-16 school year for implementation in the summer of 2016.

Transition to School-wide Title I Model: Title I programs are built around two models with very distinct regulations for use of funds, a targeted assistance model and a school-wide model. Title I funding is directly related to district and building free and reduced lunch rates. This rate also determines the eligibility of the district and buildings for the different models. One basic requirement for school-wide eligibility is that the free and reduced lunch rate must exceed 40% to be eligible for the school-wide model. Under this model, funds can only be expended providing supplementary services, materials and professional development to a limited number of objectively identified low performing students and Title I teachers. We have a school wide Title I program. The school-wide model eliminates the identification of a limited group of students, and thus provides the greatest extent of flexibility in the utilization of Title I funds to support entire student population and all building teachers and principals. Flexible funding will support the school improvement initiatives outlined in this plan; allow for classroom push-in supplementary support (which is denied under the target assistance model); and continue to support current interventions as well.

Elementary Curriculum Adoption: The district adopted the Journeys reading program during 2015-2016 school year. The district also provided additional supports by implementing a 90 minute reading block at all grade levels.
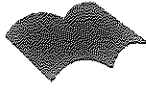
PRESS
Path to Reading Excellence
in School Sites

Workshops

Please note that all workshops can be customized to meet district or school needs. The descriptions below provide an overview of options for half day workshop sessions. Half day sessions may also be combined to create full-day offerings.

Class-wide Interventions
Learn an efficient process to analyze classroom data and create tiered supports for your students. Specifically, we introduce a class-wide intervention framework for classrooms where over half of students are below benchmark. This process helps strengthen core instruction and within a short time frame of ten days, the number of students needing an intervention can be significantly reduced.

Tier 2 Interventions
Explore the PRESS data-based decision making practice for targeting and implementing skill-based, small group interventions. Participants will also learn about specific interventions for K-5 students (from the PRESS Intervention Manual). This workshop will introduce progress monitoring as part of the Tier 2 intervention process, but will not examine this process in depth (see below).

Making Decisions Based on Data
Similar to the "Tier 2 Interventions" workshop described above, covering the data-based decision making practice; however, more focus will be placed on continuous progress monitoring and decision-making using ongoing, reliable data collection. The PRESS interventions will be described, but will not be modeled or explicitly outlined.

Developing Effective Professional Learning Communities

Collaboration helps teachers to develop a common language, a common set of instructional practices, and most importantly, a professional sense of community which is at the heart of the Professional Learning Community (PLC) process and an integral part of successful school improvement. This workshop series will provide the necessary tools for your staff to implement a PLC or data team framework with a focus on K-6 literacy. Specifically, we will introduce the process of continuous examination of student data, making instructional decisions, and reflecting on how effective the new instruction was in meeting achievement goals.

Quality Core Instruction

Overall growth in literacy for all students is dependent upon strong core instruction. In this workshop we will demonstrate components of our research-based coaching tool and observation checklist that supports improvement in literacy instruction at your school. The tools also guide teachers and coaches to find opportunities for to integrate interventions into the core instruction. Participants will have an opportunity to watch short videos of teachers instructing their students and will be provided with a chance to reflect on literacy practices.

Literacy Coaches/Coordinators & Administrators Workshop

This workshop provides an introduction to the PRESS framework for literacy leaders and administrators with a focus on implementation strategies and opportunities. We will discuss the PRESS procedural support tool, which covers the necessary components for implementation and correlates with the PRESS decision making process. Key tips and suggestions for implementing PRESS, with real world examples, will be highlighted throughout the workshop.

To discuss professional development options and pricing for your school/district, please contact Shona Burke at sfburke@umn.edu or 612-626-6979.

Or visit our website at: z.umn.edu/PathToReading

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Professional Development Syllabus

Accommodations: *Instructors should notify participants in the class that if participants require an accommodation for an identified disability that may affect their performance in this class, an appointment should be made with the instructor early in the term to discuss accommodations which may be necessary to enable them to have as equal an opportunity for success in this course as those who do not have a disability.*

I. Course Overview

Course Title: PRESS: Path to Reading Excellence in School Sites
Credit Hours: 1

What type of credit will you be offering? Highlight all that apply:
- Graduate (1 Credit Hour = 15 instructor-led/seat time hours + 30 hours of outside work = 45 hours)
- License Renewal (If offered for graduate credit as well, 1 Credit hour = the same as graduate credit requirements)

Instructor(s) Name: Lesley Ehlers

Contact Information
Address: 212 East Coolbaugh Street, Red Oak, IA, 51566
Phone: 844-366-0503
Email: lehlers@ghaea.org
Fax: 712-623-2476

Instructor has current resume on file at this agency? (Highlight yes or no) Yes

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ıblished Description: *What are the instructional practices and strategies that participants will learn? What are the potential results for student learning? Are there any prerequisites?*

Participants will:

1. Understand and use the PRESS Intervention and Assessment Manual for data-driven decision making and the implementation of tier interventions.
2. Receive interventions and progress monitoring tools for literacy instruction.
3. Receive tools and templates focused on data based decision making.

There are no prerequisites.

Target Audience *(ie. Administrator, level, content, teacher, and licensure area)*
PreK-5 Teachers, Administrators

Minimum # of Participants: 10
Maximum # of Participants: 25

Course Format: (Highlight)
- face to face

Face to Face courses: *(press tab after last cell to add table rows)*

Dates	Location	Time / Hours
10/9/15	Marnie Simons Elementary, Hamburg	12 p.m. – 3:30 p.m. = 3.5
11/2015	Marnie Simons Elementary, Hamburg	8 a.m. – 3:30 p.m. = 6.5
1/18/2016	Marnie Simons Elementary, Hamburg	8 a.m. – 3:30 p.m. = 6.5

Pacing Chart for Blended or Online courses: *(press tab after last cell to add table rows)*

Activity	Estimated time for completion	Due Date (when applicable)
Completion of Analysis to Action: Benchmark Data worksheet	6 hours	February 19, 2016

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Professional Development Syllabus

ationale: *What is the rationale for this course offering? Cite the data that validates the need for this course such as needs assessment, national trends, best practice, research and student achievement data.*

Districts across GHAEA are taking a closer look at their literacy instruction and assessment through screening data and Iowa Assessments. Data collected through the C4K literacy project indicates over 95% of districts in the State of Iowa have less than 80% of students proficient in literacy. Iowa Code section 279.68 and 281--Iowa Administrative Code 62 promote effective evidence-based programming, instruction and assessment practices across schools to support all students to become proficient readers by the end of the third grade.

The content of this course will address the following:
- Quality core instruction
- Tiered interventions
- Data-based decision making

The content of this course aligns with our Agency Goal of "closing the gap" for students.

II. Course Outline

Iowa Teaching Standards

Highlight the Iowa Teacher Quality Standard(s) that most apply.

1. Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.
2. Demonstrates competence in content knowledge appropriate to the teaching position.
3. Demonstrates competence in planning and preparing for instruction.
4. Uses strategies to deliver instruction that meets the multiple learning needs of student.
5. Uses a variety of methods to monitor student learning.
6. Demonstrates competence in classroom management.
7. Engages in professional growth.
8. Fulfills professional responsibilities established by the school district.

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Iowa School Leader Standards

Highlight the Iowa Standard(s) for school leaders that most apply.

A school administrator is an educational leader who promotes the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Research/Best Practice to support course outcomes: *Describe the scientific research base that supports the instructional strategies being learned in this course. Reference the Iowa Content Networks and/or other research sources using a bibliography format.*

1. ELI Legislation (federal legislation)
2. Jeanne Wanzek-High Impact Literacy Strategies
3. Dr. Theodore J. Christ- FAST, University of Minnesota
4. Explicit Instruction, Anita Archer

Outcomes/Objectives

List the knowledge and skills that participants will possess as a result of taking part in this course

Participants will:

1. Understand and use the PRESS Intervention and Assessment Manual for data-driven decision making and the implementation of tier interventions.
2. Receive interventions and progress monitoring tools for literacy instruction.
3. Receive tools and templates focused on data based decision making.

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structor Methods and Course Design: *Insure that the course includes theory, demonstration, practice, and collaboration. List the methods to be used by the instructor and indicate how these will be distributed through the training. These methods might include: lecture, demonstration and modeling, individual/small group work, interaction with and use of technology. The expectation is for all participants to engage in the follow through to support implementation that is designed as part of the course. Appropriate differentiation will be determined by instructor.*

- Modeling
- Small group work
- Large/small group interaction
- Technology

Required Research-Based Resources: *List the readings, videos, etc. that are required for this course*
1. https://www.eduateiowa.gov/early-litearcy-implementation
2. http://www.fastforteachers.info
3. Iowa Reading Research Center

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Course Equity Information

To which Equity Issue does this course address (**Highlight** which ones apply to the professional development outlined in this syllabus)?

- **Multi-cultural Issues** 1) Does this course discuss ways to ensure learners from other cultures are successful in the classroom? 2) Does this course promote the diversity of ideas and thoughts in curriculum and assignments, such as knowledge of different world views and cultural perspectives? 3) Does your course acknowledge the learning styles of culturally diverse peoples? 4) Does your course promote/utilize resources that portray the various dimensions of a culturally diverse population? 5) Does this course include strategies to form partnerships with families, particularly with those who are culturally diverse?

- **Gender-fair Issues** 1) Does this course include discussion about ensuring both male and female learners are successful in the classroom (e.g. math and science classes)? 2) Does this course promote/utilize resources that portray both sexes in active and passive activities? 3) Does this course promote/utilize resources that portray both sexes in "nontraditional" ways as role models? 4) Does this course discuss gay, lesbian, bisexual, or transgender issues, particularly as they relate to school or community climate and/or student achievement?

- **Socio-economic Issues** 1) Does this course include discussion about ways to ensure that students from low socio-economic backgrounds are successful in the classroom? 2) Does this course include discussion/understanding about who are SES students and the culture of poverty? 3) Does this course include discussion or analysis about disaggregating data based on socio-economic status? 4) Does this course promote/utilize resources that may interest students from low socioeconomic backgrounds who may struggle academically? 5) Does this course include learning about instructional strategies that will engage SES students in learning?

- **English Language Learners** 1) Does this course include discussion of the impact of second language learning on academic achievement? 2) Does this course address specific cultural issues impacting student learning? 3) Does this course promote cross cultural communication and involvement with ELL parents/family? 4) Does this course address legal/academic responsibilities of school districts with educating ELL students?

- **Other Diverse Learners** (e.g. TAG and learners with special needs) – 1) Does this course address who are diverse learners, how to identify and/or how to serve diverse learners in the classroom? 2) Do the learning expectations of this course include application of knowledge about diverse learners? 3) Does this course deliver specific information about individual diverse groups?

- **None of the issues above are addressed in this course.**

Please provide a description of the Equity Issues you highlighted above.
All lessons instructors write will meet the needs of all learners; including diverse learners, gender, SES, and students with special learning needs. While differentiation can be provided, the goal is to provide lessons that offer rigor and relevance to all learners.

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'owa Core Information

Highlight Iowa Core Outcomes addressed in this course.

Leadership - Outcome 1 - School leaders build and sustain system capacity to implement the Iowa Core Curriculum.

Community - Outcome 2 - Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.

Schools - Outcome 3 - A continuous improvement process to improve teaching and learning is used at the district and school level.

Content–Instruction-Assessment - Outcome 4 - District leaders and other educators monitor and use data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum.

Content-Instruction-Assessment - Outcome 5 - Educators engage in professional development focused on implementing Characteristics of Effective Instruction and demonstrate understanding of Essential Concepts and Skill Sets.

Content-Instruction-Assessment - Outcome 6 - Educators implement effective instructional practices to ensure high levels of learning for each and every student.

.l. Course Requirements

*Requirements: Specifically what assignments will you require of participants? Please provide in detail a list of course requirements and dates when they are due. List them in the chart below. LR ONLY courses need to identify assignments/products and an approximate time for completion. Graduate +LR courses need 30 hours outside of class work for every 15 hours in class. * Examples might include reflections, implementation logs, student data analysis, student work samples, collaborative team minutes, lesson plans, peer observation notes, readings, etc.*

<u>Checklist of ideas for outside of class work.</u>

1. Artifacts that support PRESS Intervention and Assessment Manual
2. Evidence of a data collection tool

ɔrk outside of class will be as follows:

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Out of Class Activities (please provide details)	Number of hours	Due Date
Artifacts that support PRESS Intervention and Assessment Manual	6	4/16
Evidence of a data collection tool	6	4/8/16
Utilize and share with the instructor the resources listed on the checklist	4	4/8/16
Written reflection, 1 page; summary of the 3 days of PRESS training and how it applies to your instruction	2	4/8/16

Attendance/Make-up Policy: *If a participant must miss a class session due to an extenuating circumstance, they must contact the instructor to determine an appropriate, agreed-upon make-up assignment. If a participant misses more than 10% of the total class time, credit will not be granted.*

If a participant must miss a course date, please contact the instructor for make-up options.

IV. Application/Implementation

ıring **Course:** *How does this course train for and/or support classroom application during the course?*

1. LEA staff with making sound, informed literacy decisions based on data.
2. Determining next steps if universal instruction is NOT sufficient

Follow-up: *What activities or resources will be available for follow-up and support after the completion of the course?*

On-site support as needed.

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'. Methods of Evaluation

Evaluation: *What criteria will be used to determine the grade for completing the course? Identify the means by which the instructor and participants will know that the course outcomes have been met. How will course products be analyzed?* ***The analysis instrument (rubric) should be attached and align with corresponding grading scale listed below:***

Licensure Renewal Course Grade	Requirements
Pass	Attend and participate. Provide evidence of utilizing PRESS Intervention and Assessment Manuals. Provide evidence of a data collection tool. Implementation of Universal Screener, interventions and progress monitoring.
Fail	Does not attend and participate. No evidence of utilizing PRESS Intervention and Assessment Manuals. No evidence of data collection tool. No Implementation of Universal Screener, interventions and progress monitoring.

Introduction

The Four-Blocks Framework was developed by teachers who believed that to be successful in teaching ALL students to read and write, teachers are going to have to do it ALL - incorporating daily approaches to reading and writing. The Four-Blocks framework consists of four different approaches to reading and writing instruction – Guided Reading, Self-Selected Reading, Writing and Working with Words. Instruction in all four blocks recognizes that students learn in different ways and need instructional support for these learning styles. Also, support is needed for students' different literacy levels. Four-Blocks aims to use reading and writing activities that are multi-level to account for the different literacy levels. There are two basic principles which must be followed if reading and writing instruction can be called Four-Blocks.

1. Teachers must allow each block to run 30-40 minutes each day.
2. The instruction must be made multi-level.

1. Guided Reading

The Guided Reading block usually begins the day. The lessons have a before-reading phase, a during-reading phase, and an after-reading phase. During the before-reading phase a teacher's goal is to help students access prior knowledge, make connections to personal experiences, develop vocabulary, make predictions and set purposes for reading. Students can also take a picture walk (looking at the pictures in the text to make predictions).

During reading students can read stories in different ways. For example, one day may be spent by reading as a whole class. The teacher can use shared reading, choral reading, echo reading or Everyone Read To... (ERT). Other examples include reading in partners, playschool groups, Book Club groups, or Think-Aloud groups. Teachers may work with small groups while other students read in partners or individually.

After reading the text, students can connect new knowledge with what they already knew, check predictions and discuss new strategies (comprehension or word attack strategies) learned while reading.

In Guided Reading, teachers choose material for students to read and a purpose for reading, and then guide them to use reading strategies needed for that material and that purpose. Teachers provide guidance in a variety of whole class, small group, and partner formats.

Guided reading goals:
- To teach comprehension skills and strategies.
- To develop background knowledge, meaning vocabulary, and oral language.
- To teach students how to read all types of literature.
- To provide as much instructional-level reading as possible.
- To maintain the motivation and self-confidence of struggling readers.

2. Writing

The Writing block begins with a ten minute mini-lesson. The teacher models writing to show all the things that writers do. The teacher usually speaks aloud while writing to show the thinking process. Each mini-lesson focuses on a skill that students need to incorporate into writing. For example, the teacher may discuss staying on topic. The teacher may be writing about cats and intentionally include a sentence about her grandmother. Students' help correct the teacher as she continues the story, taking out sentences that do not belong.

Students are allowed to choose their own topics and after mini-lessons, improve upon first drafts of writing. While students write, the teacher holds conferences with students that are ready to publish a story. At the end of the writing block, select students share their published work in the "Author's Chair".

During the block, students engage in various writing activities from starting a new piece, finishing a piece, revising, editing, or illustrating. Another component includes conferences that lead to a final published piece. In the Author's Chair, students share their writing and respond to each other's writing at various stages in its development.

Writing goals:
- To have students view writing as a way of telling about things.
- To develop fluent writing for all students.
- To teach students to use grammar and mechanics in their own writing.
- To teach particular writing forms.
- To allow students to learn to read through writing.
- To maintain the motivation and self-confidence of struggling writers.

3. Working with Words

Students learn to spell and read high-frequency words in the Working with Words block. Students also learn word families and pattern spelling to decode and spell many words. Spelling words may be introduced by chanting. This may include saying the letters in a certain rhythm, cheering the letters or using a special voice (like opera-style) to learn the letters in the word.

The purpose of this block is to ensure that students read, spell, and use high-frequency words correctly, and that they learn the patterns necessary for decoding and spelling. Students are introduced to five new words each week. Teachers can assess, monitor, and plan for the needs of the entire group, as well as the individual students. This ensures students learn the high-frequency words and engage in activities to learn how words work through strategies such as Making Words, Guess the Covered Word, Word Wall, and more.

Working with words goals:
- To teach students how to read and spell high-frequency words.
- To teach students how to decode and spell lots of other words using patterns from known words.
- To have students automatically and fluently use phonics and spelling patterns while reading and writing.

4. Self-Selected Reading

The final block is called Self-Selected Reading. This block usually begins with a story time with the teacher. The teacher may choose a trade book that is in relation to a concept being studied in a certain subject area or the book may be a class favorite that has been heard several times. Students get to choose on-level books they want to read and then can find a quiet place in the room to enjoy the book. The teacher holds conferences with students to listen to the child read and ask questions about the book. The time period is ended by students sharing books they have read with other classmates. Students may tell classmates why they liked a book and what they think others will like about the book.

Students are sent to read to themselves from boxes full of familiar books. Self-Selected Reading is that part of a balanced literacy program during which students get to choose what they want to read and to what parts of their reading they want to respond. Opportunities are provided for students to share and respond to what is read. Teachers hold individual conferences with students about their books.

Self-selected reading goals:
- To introduce students to all types of literature through the teacher read-aloud.
- To encourage students' reading interests
- To provide instructional-level reading
- To build intrinsic motivation for reading

FOUR BLOCKS OVERVIEW

GUIDED READING BLOCK - - 30-40 Minutes
A. Before Reading Activities
B. During Reading Activities
C. After Reading Activities

SELF SELECTED READING - - 30 Minutes
A. Teacher Read-Aloud

B. Independent, Self Selected Reading & Conferences
C. Sharing Time

THE WRITING BLOCK -- 40 Minutes
A. Mini Lesson – Modeling Writing & Editing Process
B. Students Write On Self Selected Topics And Have Teacher Conferences (1-1)
C. Sharing Writing In Small Or Large Groups

WORKING WITH WORDS BLOCK - 30 Minutes
A. Word Wall Activities
B. Decoding And Spelling Activities
C. Rhyming, Reading & Writing Onset/Rimes
D. Making & Sorting Word Families
E. Using Patterns and Context

August 1, 2016

Superintendent Mike Wells
Hamburg Comm School District
309 S Street
Hamburg, IA 51640

Superintendent Wells:

Welcome back to the 2016-2017 school year. We are excited to start the school year, and excited to offer you the support of the Statewide School Improvement Team (SSIT) in early literacy this year.

As part of Iowa's Differentiated Accountability (DA) system, the SSIT's job is to offer supports to districts, nonpublic schools, and Area Education Agencies when and where they need them. For the 2016-2017 school year we used Healthy Indicator data in the area of literacy in grades PK through 6 to help us determine how we can best use our resources. To learn more about what the Healthy Indicators are and how they are used please refer to the Differentiated Accountability Summary included with this letter.

We realize that making improvements in the areas of healthy indicators is difficult work. Many districts are already making valiant efforts to help all students succeed, but the results are not always what we hope for. Our team is ready to help in several important ways.

In Assessment and Data-Based Decision-Making, we would like to offer you intensive support through regional trainings with personal support.

In Universal Instruction, we would like to offer you targeted support through regional trainings

Here are the data we looked at:

Conceptual Area	Healthy Indicator	Ideal Cut Scores	Data Source	Your District/School's Data
Assessment and Data-Based Decision-Making	Percent of learners screened with a valid and reliable universal screening tool	Intensive: 0-79% Targeted: 80-94% Universal: 95-100%	Spring 2016 Screening	94.79%
Assessment and Data-Based Decision-Making	Percent of learners not at benchmark assessed with a valid and reliable progress monitoring tool at least 90% of the weeks	Intensive: 0-69% Targeted: 70-89% Universal: 90-100%	Winter – Spring 2016 Progress Monitoring	57.18%

	between screening periods			
Universal Instruction	Percent of learners at benchmark	Intensive: 0-59% Targeted: 60-79% Universal: 80-100%	Spring 2016 Screening	54.40%
Universal Instruction	Percent of learners at or above benchmark in the fall and remaining at or above benchmark	Intensive: 0-84% Targeted: 85-94% Universal: 95-100%	Fall 2015 – Spring 2016 Screening	88.59%

If you believe there has been an error in your data, please check by accessing the summary reports in Iowa TIER. Directions for doing this are provided on the DA webpage. If you still believe there is an error we want to help; please contact Jen Adams at jen.adams@iowa.gov.

We have enclosed a Differentiated Accountability Summary for 2016-2017 that explains DA in greater detail and answers some frequently asked questions. This summary also explains how the Healthy Indicators were used to determine what supports we could make available to each district and nonpublic school this year. If you have any questions or concerns about the summary, supports, or DA, please feel free to contact us at any time.

If you will be receiving universal or targeted supports you will be contacted with additional information on the dates, locations, and registration instructions for regional support sessions. If you are receiving support through an on-site visit you will be contacted by the end of the month to determine dates for the visit and go over any questions you have, as well.

We look forward to working with you!

Sincere regards,

Amy J. Williamson
Chief
Bureau of School Improvement
Iowa Department of Education
400 East 14th Street
Des Moines, IA 50319
Email: amy.williamson@iowa.gov
Phone: 515.339.4122

Mark Crady
C4K State Co-Chair for School Improvement
Coordinator of C4K Training Cadre
Heartland Area Education Agency
6445 Corporate Drive
Johnston, IA 50131
mcrady@heartlandaea.org
515.270.0405 (ext. 11215)

Differentiated Accountability Summary 2016-2017

What is Differentiated Accountability?

Differentiated Accountability - or DA - is Iowa's accountability model designed to provide support for public districts, accredited nonpublic schools, and Area Education Agencies (AEAs) when and where they need it most. The DA model is built to support compliance with state and federal law as well as build capacity in five conceptual areas essential to continuous improvement in education: Assessment and Data-Based Decision-Making, Universal Instruction, Intervention System, Leadership, and Infrastructure. These conceptual areas are depicted in Figure 1, also known as the *atomic flower*.
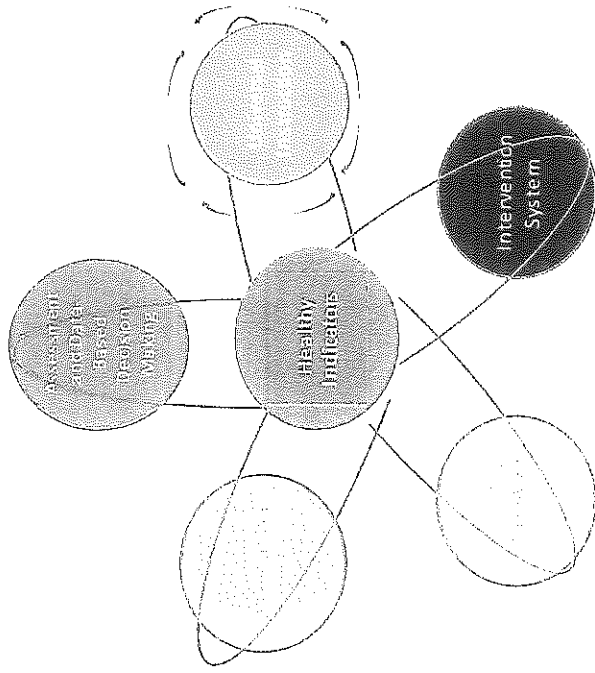

Figure 1

For the 2016-2017 school year, the conceptual areas being used as part of DA are Assessment and Data-Based Decision-Making, Universal Instruction, and Assessment System. **These areas are all used with an emphasis on literacy in pre-Kindergarten through sixth grades during the 2016-2017 school year.** As DA expands and is aligned with Iowa's accountability system under the Every Student Succeeds Act (ESSA), the other conceptual areas will be used and will also expand to literacy in grades 7-12, mathematics, and behavior and social-emotional learning.

What are Healthy Indicators?

Healthy Indicators are the things we measure to help us determine whether a particular conceptual area may need more investigation. For each conceptual area we would like to have at least one healthy indicator and not more than three. Healthy Indicators are like screening tools in that they can give us some information, but we need to dig deeper to understand what is really happening within any conceptual area. The indicators we measure for the areas of Assessment and Data-Based Decision-Making, Universal Instruction, and Intervention System are listed in Table 1 below. The ideal cut scores are what we would hope to see in an ideal world, not necessarily the cut scores that are used to determine what level of supports will be provided to districts, schools, and AEAs. To make that determination we must also consider the resources available.

Table 1

Conceptual Area	Healthy Indicator	Ideal Cut Scores	Data Source
Assessment and Data-Based Decision-Making	Percent of learners screened with a valid and reliable universal screening tool	Intensive: 0-79% Targeted: 80-94% Universal: 95-100%	Spring 2016 Screening
Assessment and Data-Based Decision-Making	Percent of learners not at benchmark assessed with a valid and reliable progress monitoring tool at least 90% of the weeks between screening periods	Intensive: 0-69% Targeted: 70-89% Universal: 90-100%	Winter – Spring 2016 Progress Monitoring
Universal Instruction	Percent of learners at benchmark	Intensive: 0-59% Targeted: 60-79% Universal: 80-100%	Spring 2016 Screening
Universal Instruction	Percent of learners at or above benchmark in the fall and remaining at or above benchmark	Intensive: 0-84% Targeted: 85-94% Universal: 95-100%	Fall 2015 – Spring 2016 Screening
Intervention System	Percent of learners below benchmark two consecutive screening periods receiving intervention.	Intensive: 0-79% Targeted: 80-94% Universal: 95-100%	Fall Persistently At-Risk designation and intervention scheduling data for 1st - 6th grade.
Intervention System	Percent of learners below benchmark in the fall at or above benchmark in a subsequent screening period.	Intensive: 0-49% Targeted: 50-64% Universal: 65-100%	Fall universal screening data and Spring universal screening data from the previous year PK-6.

How is differentiated support determined?

For the 2016-2017 school year, Iowa's Statewide School Improvement Team (SSIT) determined which districts, nonpublic schools, and AEAs would be offered Universal, Targeted, and Intensive supports in the areas of Assessment and Data-Based Decision-Making and Universal Instruction by using Healthy Indicator data as follows:

For Assessment and Data-Based Decision-Making, using the Ideal Cut Scores:

- If a district or nonpublic school scored above the Universal cut score on both healthy indicators, the district/school is offered Universal Supports.

- If a district or nonpublic school scored in the Targeted range on one of the healthy indicators but not in the intensive range on either healthy indicator, the district/school is offered Targeted Supports.

- If a district or nonpublic school scored below the Intensive cut score on at least one of the healthy indicators, the district/school is offered Intensive Supports.

- Any district/school participating in the Reading Corps program is automatically moved up one category of supports (i.e. from intensive to targeted or from targeted to universal) to account for progress monitoring data that may not be accessible in Iowa TIER.

For Universal Instruction:

- If a district or nonpublic school screened at least 80% of learners in grades PK-6 and at least 80% of learners in grades PK-6 were at or above benchmark, the district/school is offered Universal Supports.

- If a district or nonpublic school screened at least 80% of learners in grades PK-6 and between 53% and 79% of learners were at or above benchmark, the district/school is offered Targeted Supports.

- If a district or nonpublic school screened at least 80% of learners in grades PK-6 and fewer than 53% of learners were at or above benchmark, the district/school is offered Intensive Supports.

- If a district/school screened fewer than 80% of learners, the district/school is offered supports in Assessment and Data-Based Decision-Making.

Supports for Intervention System have not yet been determined, but will be identified in November after the close of the Fall 2016 screening window. Districts and schools will be notified of Intervention System Supports no later than November 30, 2016.

What supports are being provided in 2016-2017?

For 2016-2017, districts and nonpublic schools will be invited to receive supports through regional professional learning opportunities and on-site visits. The calendar is shared in Table 2 below.

Table 2

Conceptual Area	Level of Support	2016					2017				
		Summer	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Compliance			Desk Audits Open; Equity Site Visits				On-Site Visits for Compliance, if necessary				
Assessment and Data-Based Decision-Making	Targeted	Districts, Schools, and AEAs Identified		1-Day Face-to-Face Training							
Assessment and Data-Based Decision-Making	Intensive								On-Site Visits		
Universal Instruction	Targeted			1-Day Face-to-Face Training		2-Day Face-to-Face Training					
Universal Instruction	Intensive								On-Site Visits		
Intervention System	Targeted				Districts, Schools, and AEAs Identified			2-Day Face-to-Face Training			
Intervention System	Intensive								On-Site Visits		

In the areas of Assessment and Data-Based Decision-Making and Universal Instruction, review of the healthy indicator data resulted in the SSIT offering differentiated supports to districts and nonpublic schools for 2016-2017 as shown in Tables 3 and 4:

Table 3: Assessment and Data-Based Decision-Making Supports

Level of Support Provided	Number of Districts and Nonpublic Schools	Supports
Universal	24	Invitation to one-day regional face-to-face training in October if space is available
Targeted	144	Invitation to one-day regional face-to-face training in October
Intensive	227	Invitation to one-day face-to-face training in October with individual team support
Total	395	

Table 4: Universal Instruction Supports

Level of Support Provided	Number of Districts and Nonpublic Schools	Supports
Universal	33	Invitation to one-day regional face-to-face training in October and two-day regional face-to-face training in December if space is available
Targeted	253	Invitation to one-day regional face-to-face training in October and two-day regional face-to-face training in December
Intensive	14	Invitation to one-day regional face-to-face training in October and two-day regional face-to-face training in December, plus on-site visits during Spring 2017 semester
Total	300*	

*Note: 95 districts or nonpublic schools did not screen at least 80% of learners in grades PK-6. These districts will receive supports in Assessment and Data-Based Decision-Making, but did not have sufficient data for the SSIT to determine which supports to provide in Universal Instruction.

If our expectation for a multi-tiered system of supports (MTSS) in the state is to eventually provide universal supports to 80% of districts and schools, targeted supports to 15% of district/schools, and intensive supports to 5% of districts and schools, it is clear that we need to develop capacity to support our system in implementing a school-level MTSS in early literacy, as well. The distribution of supports by percent of districts and nonpublic schools in the ideal state, Assessment and Data-Based Decision-Making (A/DBDM), and Universal Instruction (UI) is shown in Figure 2.

	Ideal state	A/DBDM	UI
	5%	57.5%	4.7%
	15%	36.5%	84.3%
	80%	6%	11%
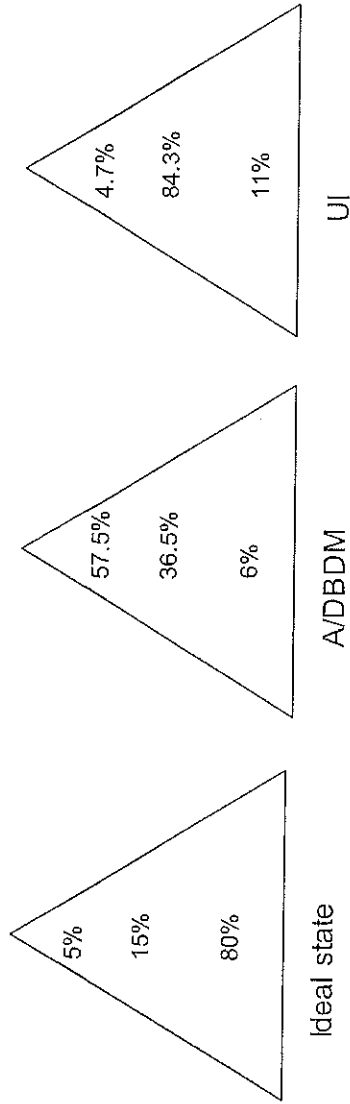
Figure 2

What content is provided at the regional trainings?

All districts and nonpublic schools will be invited to attend one-day regional trainings in Assessment and Data-Based Decision-Making. Districts and nonpublic schools that screened at least 80% of learners in grades PK-6 will be invited to attend one- and two-day regional trainings in Universal Instruction. Priority registration at these trainings is given to districts and schools receiving targeted or intensive supports, then registration is opened to districts and schools receiving universal supports, as well. Each training

should be attended by a team from the district or nonpublic school. Recommended team members include the superintendent, curriculum director, elementary principal(s), instructional coaches, teacher leaders, and others who help make decisions about literacy instruction, assessment, and data use.

The one-day regional training in Assessment and Data-Based Decision-Making will focus on best practices in universal screening and progress monitoring and making use of the data through the Assessment and Data-Based Decision-Making Protocol and Facilitation Guide.

The one- and two-day regional training sessions in Universal Instruction will focus on orienting users to the Universal Instruction Protocol and Universal Instruction Facilitation Guide, classwide intervention, and working through the Building Blocks of Universal Instruction. Attendees will need to complete the one-day training in order to benefit from the two-day training. Likewise, districts and nonpublic schools receiving intensive supports through an on-site visit need to attend both the one- and two-day trainings in Universal Instruction to take full advantage of the supports offered on-site.

What is an on-site visit like?

The on-site visit is a two-day professional learning opportunity focused exclusively on universal instruction. During this time, the district or nonpublic school brings their team to join with members of the Statewide School Improvement Team (SSIT) in a professional learning community. Members of the SSIT facilitate conversations about one or more of the Universal Instruction Building Blocks, as guided by the district or nonpublic school's previous work during the regional sessions. At the end of the two days the district or school is left with an action plan and a follow up team to help support the district. The action plan belongs exclusively to the district. In the Fall, a member of the SSIT will contact each site visit school to discuss LEA team membership, logistics, answer questions, etc.

What is the desk audit?

Every district, accredited nonpublic school, and AEA must submit a universal desk audit for the 2016-2017 school year. This will be done via a Google site created for each district, school, and AEA. The items in the desk audit are required to demonstrate compliance with state and federal law. More information on the desk audit is available at: https://www.educateiowa.gov/pk-12/accreditation-and-program-approval/differentiated-accountability-da-system in the Universal Desk Audit section. There is also a webinar recording explaining the desk audit requirements and process.

Is the Differentiated Accountability process required?

The Universal Desk Audit is required, as are responses to any follow-up questions regarding compliance with state and federal education law.

Attendance at regional trainings and on-site visits for Universal, Targeted, and Intensive support is not required but is highly recommended. These supports are designed to help districts engage in continuous improvement in early literacy.

How will Differentiated Accountability work with the Every Student Succeeds Act (ESSA)?

As the Iowa Department of Education plans for the transition from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA), we will be merging the ESSA accountability plan into the Differentiated Accountability model.

Where do I go for more information?

For more information on Differentiated Accountability go to the DA webpage at https://www.educateiowa.gov/pk-12/accreditation-and-program-approval/differentiated-accountability-da-system

Or contact Collaborating for Iowa's Kids School Improvement Co-Chairs Amy Williamson and Mark Crady at: amy.williamson@iowa.gov and mcrady@heartlandaea.org.
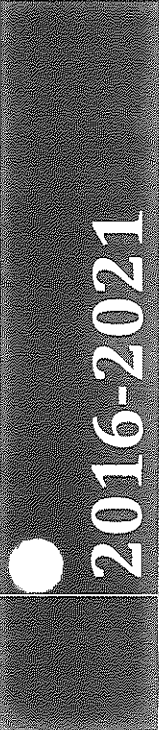
2016-2021

Hamburg Community Preschool Program

[HAMBURG COMMUNITY SCHOOL DISTRICT LITERACY PLAN]

Hamburg Community Preschool Program

Design Plan

2016-2021

Updated May 20, 2016

Program	2015-2016	2016-2017 YEAR 1	2017-2018 YEAR 2	2018-2019 YEAR 3	2019-2020 YEAR 4	2020-2021 YEAR 5
Early Literacy Law	March-May 31, 2015 Determine screeners and plan for implementation	August 24, 2016 Implement use of FAST K-6 April 2017 Plan for next phase	2017-18 Follow updated plan	2018-19 Follow updated plan	2019-20 Follow updated plan	Review all programming and rewrite 5 year plan.
Elementary Balanced Literacy Plan		August 2017 Develop Teacher Consistency Manual	2017-18 Monitor fidelity of practices	2018-19 Monitor fidelity of practices	2019-20 Monitor fidelity of practices	2020-21 Monitor fidelity of practices
School-wide Title I	March-May 31, 2016 Preliminary Planning for School-wide plans	September 15, 2016 Submitted finalized plan to state May ,2017 Evaluate and update plan for fall 2018	Evaluate and update	Evaluate and update	Evaluate and update	Evaluate and update
Diagnostic and Targeted Intervention Professional Development	November 2015 thru June 2016 Train in PRESS	August-November 2017 Complete Elementary Classroom Teacher Training	Follow updated plan	Follow updated plan	Follow updated plan	Follow updated plan

Program	2015-2016	2016-2017 YEAR 1	2017-2018 YEAR 2	2018-2019 YEAR 3	2019-2020 YEAR 4	2020-2021 YEAR 5
		December 2014 Evaluate further needs				
MTSS	August 2015–May 2016 Intervention Pilots on all levels May 2016 Confirm Universal Screeners	August-December 2016 MTSS Class/System Design Planning May 2017 Evaluate and Update	Execute updated plan	Execute updated plan	Execute updated plan	Execute updated plan
Summer Enrichment Camp	April-May 2016 Build Summer School Plan and Budget Implement Summer Enrichment Program June-July 2016	August-December 2016 Evaluate Summer Enrichment Camp and Update	October 2017 Review and update plan January-May 2018 Update staffing and supplies June 2017 Implement Summer School	October 2018 Review and update plan January-May 2019 Update staffing and supplies June 2017 Implement Summer School	October 2019 Review and update plan January-May 2020 Update staffing and supplies June 2018 Implement Summer School	October 2020 Review and update plan January-May 2021 Update staffing and supplies June 2021 Implement Summer School
Literacy Curriculum Material Adoption					January 2018 Research material alternatives	July 1, 2019 Purchase Materials August 2019 Provide Professional

Program	2015-2016	2016-2017 YEAR 1	2017-2018 YEAR 2	2018-2019 YEAR 3	2019-2020 YEAR 4	2020-2021 YEAR 5
						Development
School Reading Block	Create a 90 minute Reading Block	Implement 90 minute Reading Block K-5	Implement 90 minute Reading Block K-5	Implement 90 minute Reading Block K-5	Implement 90 minute Reading Block K-5	Implement 90 minute Reading Block K-5

Literacy ACTION PLAN #1-MTSS
YEAR 1: 2016-17

Building/District:	Districtwide	Date:		March 13, 2015
Goal Addressed:	Goal 1: Accelerate student learning through implementation of State mandatory MTSS procedures	Data Point(s) to be changed:		Reduction of the % of students below grade level expectations
Student Need:	Maximize Student Academic Achievement by providing and monitoring additional supports based on individual student data	Who are the participants in this action?		Principal
Strategy:	Implementation of MTSS			

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Determination of Universal Screeners/Progress Monitor	Jackie Barrett, TLC Michele Hendrickson	January 7, 2015	2021		Assessment Matrix has identifies Universal Screeners and frequency intervals	Mike Wells, Principal	None
Training for K-6 FAST –Fluency CBM	Jackie Barrett, TLC	August 1, 2016	Ongoing		Teacher Certified to Assess	Mike Wells, Principal	Reimbursement for teachers for 2 days of training (Title 1/Iowa Core funds)
MTSS Course (PRESS)	University of Minnesota	2015-16	Ongoing		Preliminary Building Plan	Mike Wells, Principal	SINA Funds
Building MTSS Implementation Plan	Jackie Barrett, TLC	Aug 2016	May 2017		Finalized Building Plan	Mike Wells, Principal	none
Statewide School Improvement Plan-Differentiated Accountability System							

Hamburg Community School District
Strategic Planning
Literacy ACTION PLAN #2-Early Literacy Improvement
YEAR 1: 2016-17
District

Building/District:	Districtwide	Date:	March 13, 2015
Goal Addressed:	Goal 2: Accelerate student learning through implementation of best practices outlined in State Early Literacy Legislation	Data Point(s) to be changed:	Reduction of the % of students below grade level expectations
Student Need:	Maximize Student Academic Achievement by providing and monitoring scientific research based instruction and intervention	Who are the participants in this action?	Principals, Classroom Teachers, and Interventionists
Strategy:	Tier I and II Core Instruction/Summer School		

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Complete Consistency Manual for Tier I instruction	Jackie Barrett, TLC	January 1, 2016	August 1, 2017		Completed Manual	Mike Wells, Principal	Title I
K-5 Teacher PD on Tier I Core Instruction	Jackie Barrett, TLC	April 1, 2014	August 29, 2014		Teacher Feedback from Professional Development	Mike Wells, Principal of Instruction	$365 x 3 days $1,095 Title I
Professional Development for Intervention PRESS	University of Minnesota	January 2015	May 2017		Teacher Feedback from Professional Development	Mike Wells, Principal	31 hours x 16 teachers x 29.15 $14,458.40 $2,000 materials Title I, SINA, Iowa Core, TQ
Classroom Teacher Statewide Differentiate training	Iowa Department of Education	August 2016	May 2017		Teacher Feedback from Professional Development	Mike Wells, Principal	$500 materials Title I

Literacy Plan

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Build Plan for Summer School Program	Brenda Brandt, Summer School Director	April 2015	May 2017		Completed Summer School Plan and Budget	Julia Shull, 21st Century	none
Hire Summer School Staff	Brenda Brandt, Summer School Director	January 2, 2015	March 31, 2015		Staff Roster Complete	Julia Shull, 21st Century	none
Purchase Summer School Supplies	Summer School Teachers	January 2, 2015	May 31, 2015		Supply Checklist completed/Invoices	Julia Shull, 21st Century	$10,000 (General fund)
Implement Summer School	Summer School Teachers	June 1, 2015	July 1, 2015		Student Assessment Data	Julia Shull, 21st Century	$65,000 (Drop Out Prevention funding, community partners for transportation)

Hamburg Community School District

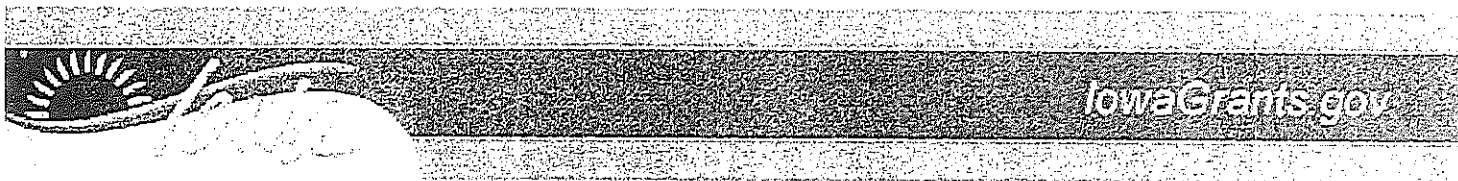# Hamburg CSD-Teacher Leadership and Compensation

2016-2021

Hamburg
Teacher Leadership & Compensation

Committee Membership

2016-2021

- Dr. Mike Wells, Superintendent

- Mrs. Jackie Barrett, 6th Grade

- Mrs. Michele Hendrickson, First Grade

- Mrs. Brenda Brandt, Kindergarten

- Mrs. Wendy Duncan, Hamburg Teachers Assocation

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Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

151384 - Hamburg CSD TLC Application
Teacher Leadership and Compensation System

Status:	Submitted	**Submitted Date:**	2016-01-31 06:09:51
Signature:	Mike Wells	**Submitted By:**	Mike T. Wells

Applicant Information

Project Officer

AnA User Id	MIKET.WELLS@IOWAID		
First Name*	Mike T. Wells		
	First Name Middle Name Last Name		
Title:	Superintendent		
Email:*	mwells@nishbd.org		
Address:*	309 S Street		

City*	Hamburg	Iowa	51640
	City	State/Province	Postal Code/Zip
Phone:*	712-382-2017		
	Phone		Ext.

Program Area of Interest* Teacher Leadership and Compensation System

Fax: 319-385-7788

Organization Information

Organization Name:*	Hamburg Community School District
Organization Type:*	K-12 Education
DUNS:	
Organization Website:	http://www.hamburg.k12.ia.us/
Address:	105 E St

	Hamburg	Iowa	51640
	City	State/Province	Postal Code/Zip
Phone:	712-382-1063		
			Ext.
Fax:	712-382-1211		

Cover Sheet-General Information

Authorized Official

Name*	Mike T Wells
Title*	Superintendent
Organization*	Hamburg Community School Districts
	If you are an individual, please provide your First and Last Name.
Address*	309 S Street

City/State/Zip*	Hamburg	Iowa	51640
	City	State	Zip

Telephone Number*	712-382-2017
E-Mail*	mwells@nishbd.org

Fiscal Officer/Agent

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existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons. *   No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.*   Yes

Name of Person Submitting Certification. *   Mike Wells

Title of Person Submitting Certification*   Superintendent

Recipient Information

District*	Hamburg Community School District Use the drop-down menu to select the district name.
County-District Number*	51-2169 This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.
Honorific	Dr.
Name of Superintendent*	Mike Wells
Telephone Number*	712-382-2017
E-mail Address*	mwells@nishbd.org
Street Address*	309 S Street
City*	Hamburg
State*	Iowa Use the drop-down menu to select the state.
Zip Code*	52641

The goals of the Hamburg Community School District Teacher Leadership and Compensation are:

Goal 1: Attract the most able and promising new teachers in the country by offering a competitive salary and a supportive learning environment for **ALL** teachers to learn and be part of a learning team.

Goal 2: Retain the finest teachers by providing them the opportunity to grow professionally in a conducive learning environment that demands learning growth for students, teachers, support staff, school board members and administrators.

Goal 3: Create a learning network that promotes collaboration of teachers through district data teams, learning networks with AEA schools and educators across the state/country.

Goal 4: Provide financial incentives and career opportunities for educators through a pay for performance incentive and educational attainment.

Goal 5: Create effective instructional practices and improve student achievement.

Goal 6: Improve teacher job satisfaction.

Goal 7: Create an environment of trust and collaboration for teachers, administrators, parents, students and school board members.

The Hamburg Community School District will utilizes data teams (professional learning communities) which meet every Monday morning for an hour and a half. Our data teams examine student data, classroom practices, and assessments to assure quality learning experiences. The Rigorous Curriculum Design process has identified gaps in our curriculum which we have aligned to the Iowa Core Curriculum. Staff surveys have identified the need of classroom supports that exceed current administrative supports. We have discussed for several years the need for instructional coaches to collaborate with classroom teachers to improve teaching practices.

Our CSIP goal for the district is 85% of all students have a full year of academic growth in both reading and mathematics at all grade levels as measured by the Iowa Assessment. Our district has had poor academic performance with Marnie Simons Elementary School being identified as a SINA district in both reading/mathematics. The proficiency rate in reading among grades 3-5 in 2014-15 was 64%. In math, the proficiency rate in grades 3-5 was 62%. The science range for grades 3-5 was 93%. The district also tracks the percentage of students meeting their annual growth projection on the STAR test. In 2014-2015, this ranged from 58.3%-70% in reading and 49%-78% in math. There is an urgent need for instructional coaches to help increase the percentage of students meeting achievement goals.

Data teams expressed the need for instructional coaches with expertise to promote effective use of differentiated instruction. Data teams have commonly found that teachers provide instruction for "most" students but may not have the ability to provide the high/low level instruction. Consequently, students remain in their current learning levels, or even digress. A large portion of our parents do not believe students are graduating with the necessary skills to be productive members of society. Again, this is tied to the lack of differentiated learning. The district is embracing "Personal Learning Plans" (PLPs) for every student in our district. PLPs will allow us to create individual learning plans for each child emphasizing his/her strengths, weaknesses and desires. Teachers will be able to work across grade levels to create learning plans to promote individual growth. In order to do this, our teachers will need instructional experts to guide the process and create an environment of collaboration. We believe our plan does this.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number   Model 3 ? Comparable Plan

Narrative

Using Part 1 application narrative from previous application?*   No

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assessment system so we can adjust and adapt to changes in our school. We will set up a "hotline" on Google for any staff/community member to provide feedback or ask questions. The Teacher Leadership and Compensation committee will be a permanent committee which will meet at a minimum of once a month.

Hamburg's application was created through collaboration of teachers, administrators, and school board members with support from our community, and students. The TLC grant was vetted through our School Improvement Advisory Committee (SIAC) which consist of students, parents, teachers and community . The feedback from the SIAC resulted in changes in our application. All parties are fully vested in our plan and will ensure its success. The focus from the beginning was improving instruction and support in the classroom. The Hamburg/Farragut Education Association was represented and an active part of our application preparation. The Hamburg/Farragut Schools Boards will approve our plan in October and pledge their full support for this work. The plan our district will utilize is model 3 which is a locally developed plan based on Instructional coaches.

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Narrative

Using Part 2 application narrative from previous submission?*   No

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:
-attract able/promising new teachers;
-retain effective teachers;
-promote collaboration among teachers;
-reward professional growth and effective teaching; and
-improve student achievement.

The mission of the Hamburg Teacher Leadership and Compensation Committee is to support our district mission statement of helping all students to reach their potential. The Hamburg Teacher and Leadership Program will provide a supportive learning environment for educators that will create engagement for children.

The goals of the Hamburg Community School District Teacher Leadership and Compensation are:

Goal 1: Attract the most able and promising new teachers in the country by offering a competitive salary and a supportive learning environment for ALL teachers to learn and be part of a learning team.

Goal 2: Retain the finest teachers by providing them the opportunity to grow professionally in a conducive learning environment that demands learning growth for students, teachers, support staff, school board members and administrators.

Goal 3: Create a learning network that promotes collaboration of teachers through district data teams, learning networks with AEA schools and educators across the state/country.

Goal 4: Provide financial incentives and career opportunities for educators through a pay for performance incentive and educational attainment.

the Iowa Core.	one support in unit design, assessment planning, and best practice for instruction all aligned to the expectations of the Iowa Core. While structures are in place in the district toward greater alignment with the Iowa Core, the instructional coach will support and strength those structures by training all teachers in curricular mapping. The coach will lead, support and strengthen our K-6 standard based grading system aligned to the Iowa Core as we expand the implementation to our middle school. Curriculum alignment data will be analyzed by the instructional coach, administration, and data team leaders to be use by data teams to strengthen unit planning and alignment.

PD Leader will coordinate with the instructional coach to lead professional learning that will strengthen this initiative with instruction and support for teacher sin ensuring fidelity of implementation of the Iowa Core standards in all subject areas.

Data Team Leaders will facilitate entry of curriculum mapping which will identify areas of gaps and overlap. Data Tams, led by our PD leader, will be able to use the data from the mapping to guide their work in unit design. |
| Developing a multi-tiered system of supports (MTSS) for student learning and behavior. (PRESS) | **Instructional Coach**-we will add one full time K-8 instructional literacy coach. Our district has contracted with the University of Minnesota to implement Path to Reading Excellence in School Site (PRESS). The district has three days full days of training during the 2015-2016 school year so our staff fully understands MTSS. PRESS is a research-based intervention and progress monitoring system. In addition, our instructional coach will work closely with mentors and new teachers.

PD Leader-will provide an additional level of instruction of best intervention practices and support teaches in maintaining quality universal instruction. Teachers in these roles will ensure that grade level alignment to the Iowa Core continues. They will also enhance the staff's ability to meet the needs of students with individualized interventions through additional classroom activities and small group instruction as needed.

Data Team Leaders-will share responsibility for leading each data team as they analyze an use assessment results to strengthen the district's multiple tiers of support by ensuring students receive the universal and tiered interventions they need. |
| Integrating technology to increase student collaboration, critical thinking, creativity and collaboration. | **Instructional Coach**-will be the key to connecting our focus on 21st century skills to all other initiatives in our district. With only the principal available for support, the addition of instructional coaches to our teacher leader team will allow us to strengthen the push to embed research-based technology practices into all classrooms in all discipline areas. Modeling, demonstrating, and training teachers in strategies focusing on student collaboration, critical thinking, creativity, and communication will be a primary function of the instructional coaches. With this focus by our instructional coach in tandem with current support, we will further connect and strengthen our alignment with the Iowa Core.

PD Leader-will work under the direction of the instructional coaches and school improvement coordinator to continue to integrate technology in all disciplines. PD leaders will introduce, model, and |

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principal. Whenever possible, the principal will place beginning teachers with mentors who serve in the same building. A mentor shall have no more than one beginning teacher assigned to him/her at a time unless there are no other alternatives. Teachers will go through an application and interview process with the principal. Teachers under consideration will be required to demonstrate the following:

- A minimum of four years of exemplary classroom teaching.
- Evidence of commitment to students' academic success
- A commitment to teaching excellence
- Strong interpersonal and communication skills
- The ability to work with other adults
- Effective coaching skills
- Behaviors of a positive role model
- Adherence to the practices of the Iowa Teaching Standards

Working along with the building and district administrators, the mentors and mentees will engage in discussions and implementation of the current district initiatives: Leader in Me, PRESS, technology integration and teacher leadership. The mentors and mentees will also meet and discuss curriculum, instruction, special education procedures, and assessment processes in the district. The following timeline will guide the mentoring and induction process:

Timelines for Duties:

Year 1 Residency/Fellowship Mentor

Summer:

- Mentor will make initial contract with mentee
- Mentor will be available to answer any questions mentee may have
- All mentors, mentees, and administration will meet for orientation

Throughout the School Year:

- Mentor will be with mentee during all staff meetings and debrief
- Mentor will help mentee prepare for the first week with students
- Mentor and mentee will have daily contact during the first week with students.
- Mentor and mentee will have a weekly formal meeting
- Mentee will observe mentor
- Mentor and mentee will keep contact logs
- Mentor will guide mentee in developing a teaching portfolio
- Mentor will assist mentee in end-of-year procedures
- Mentor and mentee will meet for end of the year reflection

Year 2 Residency/Fellowship Mentor

- Mentor and mentee will repeat requirements from year one
- Mentor will assist mentee in the completion of a teaching portfolio

Under successful completion of the mentoring and induction program, the mentee will become an established teacher in the district. Through the use of the teacher leaders, all teachers will have qualified staff members to support training and on-going modeling. These teacher leaders will include the following:

- Mentor/Model Teacher (1)
- Teaching & Technology Specialists (1)
- Instructional Coach (1)

Resident teachers will benefit greatly from this structure. Mentor/Model teachers will work closely with resident teachers to develop and model lessons, while the Teaching & Technology Specialists will help with technology instruction and implementation. The Instructional Coach will be available to provide instruction in formative and summative assessment as well as heling to implement district initiatives.

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- Mentor new to the district teachers for one year
- Support new teachers in learning the practices, policies, and procedures of the building/district
- Assist the beginning educator with the collection and analysis of student data
- Guidance with schedules and classroom management
- Plan collaborative observations with mentee
- Facilitate learning conversations
- Collaborate, discuss and reflect on the Iowa Teaching Standards including district expectations including the development of a portfolio
- Attend one board meeting a year to explain our mentoring program and introduce new teacher(s) to the board
- Meet with mentee weekly for at least 30 minutes
- This positon requires an additional two contract days outside of the normal contract

Hamburg Community School District views the teacher leadership system first and foremost as a capacity building tool. Research indicates that a teacher's knowledge and skills grow as a result of working in a teacher leadership role.

Additionally, research suggest that teachers learn from other effective teachers in their school and are more likely to raise student achievement when surrounded by effective colleagues. Our teacher leadership system creates multiple entry points for teachers, ranging from those with relatively few leadership responsibilities to those with significant leadership duties. This will allow teachers an opportunity to enter the system at the level they feel most comfortable and that best matches their current skills and abilities. It will also provide them with time to develop leadership skills. Because positions will reopen at the end of each year, teachers will be able to decide if they want to continue, take on additional leadership responsibilities, or return to the classroom. Additionally, contracts for teacher leadership roles will explicitly state that after three years of service the preference is for a rotation of roles. This rotation will be managed to ensure that some existing teacher leaders remain in each position to ensure continuity and to carry the institutional memory for the team. In this way wwe will sustain the system over time and build the strength of the entire district. These roles work to create a coherent instructional improvement strategy by ensuring that teachers received professional learning that is in their zone of proximal development. Recognizing not all teachers learn in the same way and at the same pace, differentiated opportunities will be provided in a variety of settings.

,he instructional coach will provide opportunities for one to one instructional coaching that focuses on four main areas: content planning, assessment and evaluation, instructional strategies, and classroom. Other teacher leaders will also provide individual support:

- Lead teachers will provide content area expertise and support based on individual needs and goals.
- Mentor teachers will work individually with new teachers as they navigate their first two years.
- Model teachers will provide opportunities for teachers to observe practices they are working to implement in their own classrooms

Small group professional learning will also be provided. The instructional coach and district leadership team will be available to work with grade levels content-based groups. Instructional coaches and District Leadership Team Leaders will facilitate data teams as they discuss and evaluate student growth and teachers' use of instructional strategies.

Finally, all teacher leaders will support district-wide professional learning. The Instructional Coach will work with administrators and other teacher leaders to evaluate teacher data and plan professional learning opportunities. The teacher leadership team will facilitate these sessions. All sessions will include feedback opportunities for staff to evaluate the perceived relevance and effectiveness of the professional development. Learning from whole-staff professional development can then be tailored, reinforced, and followed up on in small-group and individual settings. District leaders will then monitor implementation to provide additional data for planning future professional learning. To ensure the quality and coherence of the learning opportunities provided by teacher leaders, the Instructional Coach and administration will organize the professional learning of teacher leaders. This will occur during weekly meetings and ruing teacher leader's additional contract days. Time will be used for collaboration, data analysis, reflection, planning, and professional development targeted at classroom practice, adult learning theory, and leadership skills.

Combined these roles create a coherent improvement strategy that empowers teachers to take on new levels of leadership and responsibility. This system will create more rigorous teaching and learning throughout the district.

- Will be interviewed by the Instructional Coach and Administration
- Will provide an up-to-date electronic portfolio that demonstrates competency to the Iowa Teaching Standards

Data Team Leaders (2 position):

1. To begin the application process, prospective Data Team Leaders will have taught for three years, be a member of the Hamburg CSD for at least one year, and will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership positon and one letter of reference. The Instructional Coach and administration will review the initial applications.
2. After approval of initial application, prospective Data Team Leaders:

- Will be interviewed by the Instructional Coach and Administration
- Will provide an up-to-date electronic portfolio that demonstrates competency to the Iowa Teaching Standards

Mentor (1 position):

1. To begin the application process, prospective teacher mentors will have taught for three years, be a member of the Hamburg CSD for at least one year, and will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership positon and one letter of reference. The Instructional Coach and administration will review the initial applications.

The committee will use rubrics to score:

- Excellent communication skills
- Understanding of how to facilitate growth in adults
- Expertise in curriculum development
- Instructional expertise
- Commitment to processional growth
- Disposition to be an effective leader

Leadership effectiveness and growth will be measured by the selection committee members' focus on the prospective teacher-leaders acquisition and demonstration of the applicable Iowa Standards for School Leaders.

Applicants will be meausred on:

Shared Vision (Leadership Standard 1)

Culture of Learning (Leadership Standard 2)

Management (Leadership Standard 3)

Family and Community (Leadership Standard 4)

Ethics (Leadership Standard 5)

Societal Context (Leadership Standard 6)

We believe that through the above criteria, the selection committee will be able to measure both effectiveness and growth of the prospective teacher.

Narrative

Using Part 7 application narrative from previous submission?*   No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district?s current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

	work is non-evaluative, but offers an important opportunity to help support learning and implementing effective teaching strategies in the classroom. In this way, the Instructional Coaches work their teachers to select goals.
Selecting Content	Instructional Coaches study potential PD content to offer feedback on the best way to achieve all the elements of the Iowa Core and help identify and select learning strategies that will be helpful for teachers. The AEA will provide learning opportunities for staff members about various teaching strategies. The Model Teacher and Instructional Coach will be involved in demonstrating strategies and collaborating on effective instruction.
Designing Process for PD	The instructional coach, PD coach and data team leaders will play an integral role in this process. These leaders work together to design the delivery system for PD. This will include the development of a timeline for delivery and selection of content. The Instructional coach will work to assure the vertical articulation of instructional strategies in K-5 and 6-8 and provide input on current district initiatives to align with Iowa Core.
Training/Learning Opportunities	Instructional Coaches and Model Teachers will co-teach and model learning strategies being studied in PD. They will work with all teachers to field questions and provide feedback on implementation of PD content.
Collaboration/Implementation	The instructional coach will work with our data teams to make changes to implementation based on feedback from observations and weekly PD discussions. The Model Teacher and Instructional Coach demonstrate and discuss implementation of strategies and techniques with individuals or small groups of teachers. All leadership positions will serve on a District Leadership Team to analyze the impact of PD.
Ongoing Data Collection (Formative Evaluation)	Instructional Coach collect progress data on PD implementation using surveys, evaluation forms, and student achievement data.
Program Evaluation (Summative)	Our District Leadership Team made up of all leadership positions will use the ongoing data collected about PD and align the data elements with the program goals. This includes the IPDM rating tool, implementation data, survey data, and student achievement data. This will be an annual process to help inform needs, adjustment sand new goals for the upcoming year.

Using Part 8 application narrative from previous submission?*   No

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The Hamburg teacher leadership program is constructed on three essential understandings that are the backbone of our system. First, Instructional staff will have options about how to participate in the coaching model. Second, the belief that participation in instructional coaching is most effective when the purpose of instructional coaching as well as the roles of coaches, principals and teachers are clearly articulated and communicated. Thirdly, Instructional Coaching Models are most effective in improving student learning when assessment data is used.

To promote a shared understanding of instructional coaching throughout the school system, each school beginning or reviewing their implementation of the coaching model will participate in a four-part implementation process of **readiness, implementation, assessment, and training and support for coaches.**

Schools establish the **READINESS** to implement instructional coaching through a defined process. The administrative team will communicate with staff the purpose and the roles of instructional coaches and how the coaching model supports improvement of student learning. The instructional and administrative staff will review relevant data and CSIP to determine the focus for coaching through the decision making process. Coaches and administrators will participate in district trainings relevant to instructional coaching including the process for `etermining readiness and implementing the Instructional Coaching Model in each building.

IMPLEMENTATION will be built on a foundation of a professional learning community, which is essential for building a common knowledge and experience around the written, taught and tested curriculum. Throughout our implementation, coaches will be able to work with teachers to align instruction to state standards; facilitate inter-visitations to see and learn from other classrooms (within and between schools); organize study groups, on-site

keeping, and the protocols we will use. Second, Curriculum and Assessment, which will be an in depth look in our written, taught, and assessed curriculum. Instructional coaches will examine state/district assessments, our standard based grading and reporting system, assessment program, and student work. Third, Pedagogy which includes the districts teaching and learning cycle, understanding by design, principles of learning (how people learn), differentiated instruction, lesson studies, appropriate use of technology in the classroom, and social supports. Fourth, Data Teams (professional learning communities) which explores adaptive schools, peer learning labs, and the coaching continuum. Fifth, training in Social Justice which examines our student achievement gaps, white privilege, and culturally inclusive strategies. Lastly, training on how to Use Data which includes data driven dialogues, data walls, interpretation of student data, disaggregation of data, and using data to make informed instruction. We believe coaches who are well trained and supported will result in retaining them.

Instructional Coaches will create an Iowa Individual Professional Development Plan to create a roadmap of their work. Building Principals, will collaborate with coaches in this plan to assure district alignment. Under Iowa Code, an administrator must formally evaluate anyone holding a teaching license, so our building principals will fulfill this requirement. More importantly, our district will create and utilize a **360 EVALUATION MODEL.** The instruction coach will receive feedback from classroom teachers, parents, students, and administrators. The 360 Evaluation will allow the coach to understand their role and work through the lens of many people. We will make informed decisions based on the data we receive in this process.

We will **collaborate with other districts** and Greenhills Area Educational Agency to develop a professional learning community for coaches. This will allow sufficient support for coaches in the area and will help us to create a greater capacity in the area. For example, if a coach in another district needs assistance with technology, and we have an excellent technology coach, we could have our coach go to their district and help. We would rely on the AEA to facilitate this learning team. Hamburg is blessed with excellent teachers and we are confident that we can fill our coaching positions from within. We are planning to collaborating with neighboring schools as much as possible.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary ? The school district will have a minimum salary of $33,500 for all full-time teachers.*   Yes

Selection Committee ? The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.*   Yes

Teacher Leader Percentage ? The district will demonstrate a good-faith effort to attain participation by 25 percent f the teacher workforce in acher leadership roles beyond the initial and career teacher levels.*   Yes

Teacher Compensation ? A teacher employed in a

INSTRUCTIONAL COACH

JOB DESCRIPTION:

To assist in the delivery, training, implementation, of the instructional elements of Hamburg/Farragut Community School District's professional development structures (embedded professional development, multiple career paths, research-based professional practices, performance-based compensation) and adopted curricula. Support the instructional leadership of principals, master and mentor teachers through supporting the Data Teams regarding Professional Development procedures, coaching skills, best instructional practices.

SUPERVISED BY:

Building Principal

ESSENTIAL JOB ELEMENTS:

1. Co-facilitate and plan trainings for staff.

2. Attend, observe and provide feedback to staff regarding Professional Development procedures, coaching skills, and best instructional practices.

3. Support staff through researching and modeling appropriate instructional strategies, best practices and coaching practices during staff development and with individual staff members.

4. Assist with using assessment results in the development and refinement of curriculum documents to improve instruction and to effectively support staff.

5. Serve as an active member of Instructional , Building, and District Data Teams.

6. Assist in the long-range planning for curriculum, staff development and coordination of Professional Development processes and procedures.

7. Assist with organizing, developing, communicating, updating and conducting Professional Development trainings in conjunction with the Director of Instruction.

8. Assist with organizing, developing, communicating, updating and conducting curriculum trainings in conjunction with the Principal.

9. Train and support administrator's instructional supervision and their role as an evaluator.

10. Provide leadership and support to staff in the areas of curriculum, assessment and instruction.

11. Support staff to ensure personal growth, alignment of instruction to standards, consensus building and the accomplishment of long- and short-term goals.

12. Work with staff in the development and implementation of Individualized Growth Plans.

13. Provide field tested and/or research based demonstration lessons that apply District best practices, educational innovations and state standards to new learning's, to improve instruction.

14. Provide support for teachers to self-assess performance and to gather information that will lead to instructional improvement through regular feedback.

15. Participate in the development and enhancement of a district-wide culture that promotes professional growth and student learning.

16. Establish and demonstrate positive human relations with colleagues, parents, staff and community.

17. Maintain an ongoing program of professional growth that meets District expectations and personal professional goals.

18. Provide excellent instruction and communication with an understanding of how to facilitate growth in adults.

19. Comply with District and School policies and procedures while supporting the vision, mission, values and goals of Hamburg/Farragut Community School District.

20. Other duties as assigned.

CONTACTS:

Students, parents, staff, support staff, administrative staff, and community members.

QUALIFICATIONS:

1. Active teacher certification or license issued by the State of Iowa.

2. Endorsement and/or specialized courses and training in assigned area.

3. Effective communication and interpersonal skills.

4. Effective time management and organizational skills.

5. Evidence of ability to embrace and facilitate change.

6. Evidence of the ability, or willingness to be trained, to use technology to aid and improve instruction.

Applications:

<u>Data Team Leader</u>:

Lora Lea Owen

Brenda Brandt

Lisa Welch

Matt Peters

Lindsey Tomlinson

<u>SIAC</u>:

Lora Lea Owen

Lisa Welch

Wendy Duncan

Lindsey Tomlinson

<u>Instructional Coach</u>:

Jackie Barrett

PD Leader (Building Leader):

Michele Hendrickson

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Teacher Leadership & Compensation Action Plans

Hamburg Community School District
Strategic Planning

TEACHER LEADERSHIP & COMPENSATION ACTION PLAN

Building/District:	District	Date:	February 2014
Goal Addressed:	GOAL: Provide instructional coaches in classrooms to support classroom teachers.	Data Point(s) to be changed:	Improve Classroom Teacher Competencies Improve student assessment data
Student Need:	Provide the finest instruction possible for students which results in higher student achievement	Who are the participants in this action?	Administrators, Teachers and Instructional Coaches
Strategy:	Acquire state funding for instructional coaches.		

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	✔ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Create a Teacher Leadership & Compensation Committee	Mike Wells, Superintendent	October 2015	Ongoing		Committee Membership	Mike Wells, Superintendent	$3,500 (TLC Planning Grant)
Write the TLC Grant and submit to the state	Mike Wells, Superintendent TLC Committee	October 2015	November 2015		Completed Grant	Mike Wells, Superintendent	TLC Grant

Hamburg Community School District-Teacher Leadership & Compensation

Teacher Leadership & Compensation Action Plans

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Grant Notification	Iowa Department of Education	February 2016	February 2016		Letter from Iowa DE	Mike Wells, Superintendent	No resources needed
Determine the instructional coaching positions, application process, and hire coaches	TLC Committee	March 2016	August 2016		Positions to Fill: K-8 Literacy Coach Data Team Leaders SIAC Leaders School Improvement	Mike Wells, Superintendent	$76,000 each year
Professional Development for instructional coaches	Jackie Barrett, Instructional Coach	2016	Ongoing		Professional Development Plan for each coach	Mike Wells, Principal	Funding as part of the TLC Grant

Hamburg Community School District-Teacher Leadership & Compensation

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Hamburg Community School District

STEM – Science Technology Engineering Mathematics

2016-2021

STEM Background

STEM, the acronym for Science, Technology, Engineering and Mathematics, refers to efforts throughout the nation and state to foster achievement and opportunities through an integrated approach to these disciplines. The Governor's STEM Advisory Council's website states:

> The impact of these disciplines is greater than the sum of their parts. When STEM is embraced, the learning focus is a game-changer for the way Iowa youth explore, learn and grow both in and out of the classroom. . . .In fact, STEM will be a vital economic development advantage for quality job growth in our state, as STEM graduates are in great demand to meet current and future workforce needs.

Traditionally, science and mathematics has been treated as disciplines whose theories, information and processes were taught in isolation with heavy reliance on the lecture and pen and paper activities. Although this content driven curriculum remains a vital part of students' success in fulfilling the demand of STEM skills, research has demonstrated that student interest and achievement is enhanced through use of inquiry and problem-solving instructional approach within real world contexts. Consequently, a balanced approach emphasizing both curriculum and exploration leads to successful STEM college and career readiness.

Current State

As NCLB has created an unprecedented focus on literacy and math in elementary schools, science has been moved to the backseat in terms of time and financial investment. Our current elementary science curriculum is based around FOSS investigation kits. FOSS kits have supported inquiry style learning, however, they are approximately 10 years old. Kits are shared by rotating them among the buildings throughout the year. Time devoted to science weekly has been reduced to 1 to 2 times per week. As a step forward, our teachers will pilot Engineering is Elementary (EiE) with the STEM scale up grant we received in the Spring 2016.

The current K-5 math curriculum is AEA/teacher developed which has created gaps without our math curriculum. If we are to improve our math scores we must follow a well-defined, inquiry based math curriculum. The elementary staff recommends the adoption of the Prentice Hall Math Investigation which aligns with our current work with the AEA. In 2016-17, K-5 teachers will receive and are applying training in Rigorous Curriculum Design, through this math adoption which is closely aligned to the Iowa Core.

Opportunities for elementary students to explore STEM beyond the classroom have been inconsistent. With the 21st Century Grant, we will have funding to offer many STEM activities for our students including: Lego League (grades 4-6), First Tech (grades 7-8), HyperStream (grades 5-8), Cyber Defense, Project Lead the Way (PLTW), Engineering is Elementary (EiE), Making STEM Connections, App Development, and Multimedia program. Our STEM Club after school program will participate in a schoolwide Science Fair for spring. Our school will also attend the I-Explore STEM Conference in Creston this spring.

During the 2016-2017 school year, our staff will be engaged in studying the New Generation Science Standards. The departments are using the Rigorous Curriculum Design Model to update the curriculum to the Iowa Core. Middle School Science Curriculum will be integrated science which will ask studnets to apply their learning through inquiry based activities.

In addition to the traditional math and science curriculum offerings, we will be in our initial year of current STEM offering have been created through Project Lead The Way grants over the last five years. These PLTW courses include:

> Middle School:

- Gateway to Technology: Robotics and Automation
- Gateway to Technology: Design and Modeling

Beyond the classroom, the following STEM activities are available to students:

- MS Math Wizards Competition Team - Math League.org
- K-8 Science Fair
- 6-8 Science Olympiad (Cedar Rapids)
- Lego League (4-6)
- MS FIRST Tech Challenge Robotics Competition Team
- Local Chess Club including elementary through middle school students

Future Needs and Proposals:

We will develop a STEM subcommittee and meet quarterly to discus our current state and discuss the future development of STEM at Hamburg. The focus of our discussion will be based on:

- Students of all ages engage and achieve beyond expectations in math and science when their natural curiosity is activated through inquiry into contextual real world problem-solving.
- Students need the balance of strong content background and exposure to new opportunities through exploration in order to fulfill college and career readiness.
- The future potential of STEM related employment represents the promise of well being for students and communities who embrace preparing to fulfill these opportunities.

Accordingly, our proposals for this five year plan are built around two categories of action: 1) A K-8 Committed and Coherent Curriculum and Instruction; 2) Quality K8 STEM Exploratory Opportunity

A Committed and Coherent Curriculum

August 2016 the elementary classroom teachers will initiate redesigning the K-5 science units using Engineering is Elementary (EiE) to align to the Iowa Core with the target of beginning instruction of the units in 2016-2017. For the elementary, this will also require the identification and procurement of instructional materials to update current resources and adequately support the rigor of the Iowa Core. Completion of this curriculum writing and resource renewal will provide for a coherent and K-8 vertically complementary curriculum experience for Hamburg students. Secondly, it will reinvigorate our regular integration of science into our K-8 experience as we utilize science to meet Iowa Core literacy and math standards.

Changes in Course Offerings: The Middle School course considerations will also be needed as a consequence of the Iowa Core requirements and Project Lead the Way changes. The Iowa Core requires all middle school students meet specific earth science standards which were not previously mandated. Currently, these standards are not provided in our school curriculum. Additionally, Project Lead The Way will be introduced in our middle school curriculum beginning in the fall 2016.

Finally, Project Lead the Way is scaling up a Computer Science Curriculum Strand. During 2014-15, research will be made to determine the resource, requirements and timeline for offering this strand.

Technology Enhanced Instruction: In addition to their curriculum writing, the elementary school received a Classroom Redesign Grant for designing and implementing instruction in their Integrated Learning Center, a technology enhanced learning environment. One classroom will be completed by the beginning of 2016-17. By design, the environment will shift the instruction to foster learning through collaboration and creation. The ILC will survive as a model for further facility improvement.

Updated Curriculum Materials: Elementary staff will coordinate researching curriculum materials with their RCD work in science during 2015-16, and curriculum materials should be purchased for use in 2015-16. Elementary math curriculum materials were reviewed during 2015-16 for purchase and adoption in 2016-17. Middle School students will have an option to be placed in Algebra I as seventh (7th) and eighth (8th) grade students based on a qualifying assessment.

Quality STEM Exploratory

STEM exploratory creates the opportunity for students to engage in STEM opportunities beyond the curriculum. Similar to opportunities in fine arts and athletics, STEM exploratory clubs or events appeal to students ranging from a driving passion to simple curiosity about science, technology, engineering and math. The STEM subcommittee recognized the need to offer a continuum of offerings varying in terms of degree of student commitment and resource need. For example at the high end, our current Science Olympiad actively travel and compete with other schools in a formal science contest in Cedar Rapids. This formal competition appeals to passionate science/math students who are willing to commit to weekend events and which requires some resources for transportation and entry fees. On the other end of the spectrum, the chess club is set up more casually to allow a student participate as much or as little as they are able to. It is the intent of the committee to expand these K-12 offerings over the course of the next five years, so that Hamburg showcases our STEM talent similarly to our extracurricular and co-curricular activities.

District-wide Event: By October, a district-wide event will be planned for the spring to celebrate the STEM accomplishments within the district and offered as a "STEM fair". The planning committee will determine the exact format, but the subcommittee conversation started with a format similar to science fair.

Grade-span Opportunities: Each grade span (K-5 and middle school) committed to convening a STEM committee prior to the end of this year to create at least one additional opportunity for students for 2016-17. A survey will be conducted at the end of 2016-17 by each grade-span for reviewing student interests and building a plan for the following year. Discussion in the subcommittee included elementary building science fairs with the possibility of advancement to state science fairs, Google Science Fair Competition for 13-14 year olds, Lego Leagues among others. The STEM committees will also explore partnering with organizations such as ISU extension, 4H, and Ag groups for enhancing our STEM experiences throughout the year and community.

2016-2021

[HAMBURG COMMUNITY SCHOOL DISTRICT STEM PLAN]

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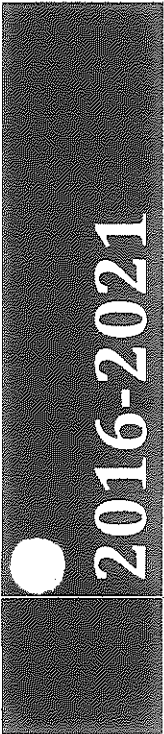
Hamburg Community STEM Plan

2016-2021

<u>Updated May 2016</u>

Program	2015-2016	2016-2017 YEAR 1	2017-2018 YEAR 2	2018-2019 YEAR 3	2019-2020 YEAR 4	2020-2021 YEAR 5
Middle School RCD	Developing Math and Science Course Units/Assessments aligned to unwrapped standards	Completing Math and Science Course Units/Assessments aligned to unwrapped standards	Initiate continuous curriculum improvement cycle (RCD steps 8-12)	Execute continuous curriculum improvement cycle.	Execute continuous curriculum improvement cycle.	Execute continuous curriculum improvement cycle.
Elementary RCD	Creating Math Course Units/Assessments aligned to unwrapped standard	Completing Science Course Units/Assessments aligned to unwrapped standards Pilot the Engineering is Elementary (EiE)	Implement Science Units Initiate continuous curriculum improvement cycle (RCD steps 8-12)	Execute continuous curriculum improvement cycle.	Execute continuous curriculum improvement cycle.	Execute continuous curriculum improvement cycle.
Computer Science	Apply for HyperStream	Implement HyperStream programming for students	Expand HyperStream	Expand HyperStream	Expand HyperStream	Review Programming
Project Lead the Way (PLTW)	Apply to be part of the PLTW program	Summer 2016 Training for the Foundation Units: Design & Modeling and Automation & Robotics	Summer 2017 Training for: Introduction to Computer Sciecne 1 &2, and Flight and	Summer 2018 Training for: Energy & Environment, and Science of	Summer 2019 Training for: Magic of Electrons and Green	Summer 2020 Training for: Medical Detectives

Program	2015-2016	2016-2017 YEAR 1	2017-2018 YEAR 2	2018-2019 YEAR 3	2019-2020 YEAR 4	2020-2021 YEAR 5
			Space	Technology	Architecture	
STEM Exploratory	Begin After School Programming Write 21st Century Grant Fall 2015 Chess Club Added Spring 2016 Science Olympiad May 2016 Determine additional opportunities for STEM experiences Survey Students on STEM opportunities through after school programs	Execute plan from spring for adding STEM experiences Math Quiz Bowl Science Olympiad STEM CLUB HyperStream	Evaluate STEM program add/delete program choices pending student surveys	Evaluate STEM program add/delete program choices pending student surveys	Evaluate STEM program add/delete program choices pending student surveys	Evaluate STEM program add/delete program choices pending student surveys

Hamburg Community School District
Strategic Planning

STEM ACTION PLAN #1 – A Committed and Coherent Curriculum District

Building/District:	Districtwide	Date:	May 2016
Goal Addressed:	Goal 1: Create a curriculum aligned with and supporting student success in the Iowa Core	Data Point(s) to be changed:	Reduction of the % of students below grade level expectations in Science and Math Assessments
Student Need:	Maximize Student Academic Achievement by providing and monitoring Science, Math and Technical Instruction	Who are the participants in this action?	Instructional Coach, Principals, Classroom Teachers
Strategy:	Alignment of curriculum and instruction to the standards of the Iowa Core		

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Preliminary Pacing Guide/Unit Prioritization for K-5 Science	Jackie Barrett, TLC Coach	August 2016	August 2017		Completed Pacing Guide with prioritized standards by Unit	Jackie Barrett, TLC Coach	$2,500 (Iowa Core funds) Part of 12,000 listed in Data Team RCD plan
Middle School Curriculum Writing, Math and Science Year 2 of 2	Jackie Barrett, TLC Coach	August 2017	August 2018		Completed Unit Planners for Iowa Core Required Courses Steps 1-7	Jackie Barrett, TLC Coach	none
Elementary RCD Curriculum Writing – Science	Jackie Barrett, TLC Coach	August 2018	August 2019		Completed Unit Planners for Iowa Core Required Courses Steps 1-7	Mike Wells, Principal	none
K-5 Science Curriculum Materials Plan	Mike Wells, Principal	August 2018	August 2019		Completed Procurement Plan	Mike Wells, Principal	$15,000 (General)

Hamburg Community School District

STEM Plan

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Project Lead the Way Design & Modeling Automation & Robotics	Mitzi Wynia Science Teacher	June 2016	August 2016		Completed Course Training	Mike Wells Principal	$5,000 General Fund
Project Lead the Way Computer Science 1-2 Flight and Space	Mitzi Wynia Science Teacher Jennifer Wright Computer Teacher	June 2017	August 2017		Completed Course Training	Mike Wells Principal	$5,000 General Fund
Project Lead the Way Energy & Environment Science of Technology	Mitzi Wynia Science Teacher	June 2018	August 2018		Completed Course Training	Mike Wells Principal	$5,000 General Fund
Project Lead the Way Magic of Electrons Green Architecture	Mitzi Wynia Science Teacher Bruce Duval Industrial Technology	June 2019	August 2019		Completed Course Training	Mike Wells Principal	$5,000 General Fund
Project Lead the Way Medical Detectives	Mitzi Wynia Science Teacher	June 2020	August 2020		Completed Course Training	Mike Wells Principal	$5,000 General Fund
ILC Classroom				See Technology Plan			
Middle School Mathematics Curriculum Purchase	Jennifer Wright	July 2017	August 2017		Delivery of Curriculum	Mike Wells Principal	$8,500
Elementary Mathematics Curriculum Purchase	Jackie Barrett TLC Coach	July 2016	August 2016		Delivery of Curriculum	Mike Wells Principal	$17,000

Hamburg Community School District

Hamburg Community School District
Strategic Planning

STEM ACTION PLAN #2-STEM Exploratory District

Building/District:	Districtwide	Date:	June 2016
Goal Addressed:	Goal 2: Increased student involvement in STEM related activities	Data Point(s) to be changed:	Increase of the % of students participating in STEM related activities
Student Need:	Maximize Student Academic Achievement by providing and monitoring	Who are the participants in this action?	All Teachers/Princpal
Strategy:	Increased number of K-12 STEM activity offerings		

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
District-wide STEM showcase event plan STEM/Science Fair	Teachers	August 24 2016	April 2017		STEM/Science Fair	Mike Wells Principal	$500 General Fund
Grade Span Increase in STEM offerings	Classroom Teachers Jackie Barrett, TLC	August 24 2016	April 2017		Promotional Document of Grade Span with New Offering	Mike Wells Principal	$1500 Gloria Martin Foundation

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Hamburg Community School District-Teaching and Learning Committee

Hamburg CSD-*Leader in Me* Program

2016-2021

Leader in Me

The Hamburg Community School District is committed in developing a leadership program for our students and developing a common language for dealing with conflict. In 2015-2016, the staff conducted a year-long book study of Steven Covey's book, The Leader in Me. The Leader in Me is based on the 7 habits of highly effective people. The program is based on:

Habit #1: Be Proactive-The habit of personal responsibility

Habit #2: Begin with the End in Mind-The habit of personal vision

Habit #3: Put First Things First-The habit of personal management

Habit #4: Think Win-Win-The habit of mutual benefit

Habit #5: Seek First to Understand Then to Be Understood-The habit of empathic communication

Habit #6: Synergize-The Habit of Creative Cooperation

Habit #7: Sharpen the Saw-The Habit of Daily Self-Renewal

Our leadership team travel to Lee Summit, Missouri and visited a Leader in Me school's leadership day and were convinced this program would allow our children to grow as people and provide a common process and language for our school.

We will implement the program during the 2016-2017 school year by having a two day training in August followed by an additional day in the fall. We will dedicate our first three days of the school year to teaching the children the 7 habits and building our foundation.

Hamburg Community School District
Strategic Planning

Leader in Me- ACTION PLAN

Building/District:	District			Date:		April 2016	
Goal Addressed:	GOAL: To create a leadership program for students and create a common language for the school on how to be quality people.			Data Point(s) to be changed:		Student discipline Student surveys	
Student Need:	Increase student leadership opportunities. Improve children's ability to conduct conflict resolution			Who are the participants in this action?		All employees of the district; All students	
Strategy:	Teaching staff and students the 7 habits of highly effective people (Steven Covey's *Leader in Me*)						

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Study the 7 habits of highly effective people (Steven Covey)	Mike Wells, Principal	August 22, 2015	May 15, 2016		Completed book study	Mike Wells, Superintendent	No additional resources needed
Visit a Leadership day at the Lee Summit, MO school to see the Leader in Me	Leadership Team	May, 2016	May, 2016		Attendance	Mike Wells, Superintendent	$250

Leader in Me-Action Plans

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Leader in Me Implementation Training (2 day)	Mike Wells, Principal	August 16, 2016	August 17, 2016		100% staff participation Agenda of training	Franklin Covey	$20,000 (entire year programming)
Leader in Me Phase II Implementation Training	Mike Wells, Principal	September (TBD), 2016	September (TBD), 2016		100% staff participation Agenda of Training	Mike Wells, Superintendent	*included in $20,000 listed above
Implementation of the Leader in Me Program with students	Mike Wells, Principal	August 24, 2016	August 26, 2016		Lesson Plans	Mike Wells, Superintendent	Books, and handouts

Hamburg Community School District-Special Education

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